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ABSTRACT

This guide has been developed to assist Ohio school districts in completing the requirements of Ohio legislation on the identification and services for children who are gifted. It includes instructions for developing and submitting a service plan for children who are gifted and a fiscal estimate of the plan. The guide corresponds with a Web site and is divided into four parts to help districts choose service delivery options which meet the educational needs of children who are identified as gifted. Each part of the guide includes study questions that lead the district to action steps needed to complete the district's service plan. As the district service planning committee works to develop the service plan, the cost estimates are determined for each service component. Parts 1 and 2 call for district identification information and certification. Part 3 addresses planning committee membership, the district's mission statement, and goals for gifted services. Part 4 addresses screening and assessment for identification, gifted service coordination and supervision, guidance services, staff development, program evaluation, service delivery options serving only children who are gifted, and service delivery options through general education. Appendices include a gifted coordinators service log, written education plans forms, and a glossary. (Contains 13 references.) (CR)

Guide for District Service Plans and Fiscal Estimates for Children Who Are Gifted

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Introduction

The *Guide for District Service Plans and Fiscal Estimates for Children Who Are Gifted* has been developed to assist school districts in completing the requirements of House Bill (H.B.) 282 and the Ohio Administrative Code (OAC) rule 3301-51-15, *Identification and Services for Children Who Are Gifted*. It has also been developed to assist school districts to comply with other corresponding state regulations that require school districts to develop and submit a service plan for children who are gifted and a fiscal estimate of the plan. Districts who are members of a consortium must submit a service plan that represents their unique population and costs.

Each school board shall file its service plan and fiscal estimates with the Ohio Department of Education (ODE) by December 15, 2000. Districts are not required to implement their plan unless otherwise required by law, rule, or as a condition for receipt of funds. The service plan could be part of the district's overall continuous improvement or strategic planning.

To comply with the H.B. 282 requirement for submission of a service plan and cost estimates, the ODE has constructed a web page for entry of this information. All information must be submitted on this report form through this web site. Districts can access this web site by going to www.ode.state.oh.us/se/. The service plan and fiscal estimates need to be submitted to the ODE via the web site by December 15, 2000.

How to Use the Guide

The purpose of a gifted education service plan and fiscal estimates for the district is to identify a continuum of services for children who have been identified in grades kindergarten through twelve according to Ohio Revised Code (ORC) 3324.03 and OAC 3301-51-15. This guide is developed to help the district choose service delivery options which will meet the educational needs of children who are identified as gifted in the area(s) of Superior Cognitive Ability, Specific Academic Ability (mathematics, reading, writing, a combination of reading and writing, science, and social studies), Creative Thinking Ability, and Visual and Performing Arts Ability (drawing, painting, sculpting, music, drama, and dance). Refer to the Glossary for definitions of service delivery options.

The report form on the web page has four parts that districts must complete. The *Guide for District Service Plans and Fiscal Estimates for Children Who Are Gifted* is divided into the same four parts.

Part I: *District Identification Information*

Part II: *Certification*

Part III: *District Service Planning Committee*

- A. Planning Committee Members
- B. Describe How the District's Mission Statement Addresses Children Who Are Gifted
- C. District's Goals for Gifted Services

Part IV: *District Service Plan Components*

- A. District Plan for Screening and Assessment for Identification
- B. District Plan for Gifted Service Coordination and Supervision
- C. District Plan for Guidance Services for Children Who Are Gifted
- D. District Plan for Staff Development
- E. District Plan for the Program Evaluation of the Effectiveness of Identification and Services
- F. District Plan for Instruction: Service Delivery Options Serving Only Children Who Are Gifted
- G. District Plan for Instruction: Service Delivery Options through General Education

Each part of this guide includes study questions that lead the district to action steps needed to complete the district's service plan. As the district service planning committee works to develop the service plan, the cost estimates are determined for each service component.

Instructions and Guide to Completing the Service Plan and Funding Estimates

Parts I and II: District Identification Information and Certification

Complete the district identification information on the first page of the web page. The bottom half of page 1 requires that the superintendent and treasurer certify, as the district's authorized representatives, that the plan has been developed and the required forms and cost estimates have been submitted to the ODE by December 15, 2000.

Part III: District Service Planning Committee

A. Planning Committee Members

The design of a service plan for children who are gifted may be the responsibility of an administrator, a gifted coordinator or teacher, or perhaps a consultant who is brought in for this purpose. For a variety of reasons, however, it is good practice to establish a district service planning committee. A planning committee that represents each constituency within the district can bring a broader and more knowledgeable perspective to the service planning process than a single individual. This planning committee can ensure the involvement and stakeholder ownership of all district constituencies in the gifted service program.

In developing the service plan, it is important to align the planning process for gifted services and the fiscal resources necessary to implement the service plan with the overall district continuous improvement planning process. This will ensure a coordinated and focused effort designed to improve not only gifted services but connections with district continuous improvement planning targets.

In selecting the district service planning committee members, the following individuals may be considered:

1. One or more classroom teachers from each building in the district
2. One or more teachers of the gifted
3. Special-class teachers (e.g. art, music, bilingual, humanities, science, mathematics)
4. At least one parent
5. At least one student
6. One or more building administrators
7. A representative of central office administration
8. A representative of the board of education
9. A school psychologist or guidance counselor
10. District treasurer

The committee chairperson may be the gifted program coordinator, administrator, or the person responsible for the planning of gifted services.

It is suggested that the district planning committee include

1. Members from the district's existing continuous improvement planning team
2. Members with a gifted education background

This planning committee not only provides a wide range of knowledge and perspectives for the development of the service plan but also supports better communication among stakeholders. Various people will want to know about the proposed service plan. By having teachers, administrators, and others from various buildings actively involved in the development of the service plan, district communications will be enhanced and the plan will be more accurate. With a committee in place, the planning and implementation tasks can be shared.

As Kaplan (1986) states, "A program that is simply imposed upon a system is less likely to fulfill the needs of children or achieve the commitment of the system than is a program which emerges from a well-chosen, instructed, and communicative planning team" (p.13).

A. Study Questions

1. What staff and administrators across grade levels, buildings, and programs are involved in delivering gifted services?
2. What staff and program personnel represent advanced level activities and services provided in grades kindergarten through twelve? Consider staff working with courses such as Advanced Placement, International Baccalaureate, honors courses, and magnet or alternative school programs.
3. What staff and community personnel are needed to represent various stakeholder groups?
4. Have you included staff in all areas, such as guidance, visual and performing arts, and specific academic areas?

Action

Determine the members of the district service planning committee and list the members and their titles on the web page.

B. Describe How the District's Mission Statement Addresses Children Who Are Gifted

The district's mission statement should address children who are gifted. The mission for serving gifted children should state why the service plan is necessary and how the service plan is consistent with the overall educational mission of the school district. The mission statement can serve as a guide for service planning and as a statement of commitment on the part of the district to identify and meet the needs of children who are gifted.

Further information about writing a mission statement can be obtained in the ODE publication *Reference Guide to Continuous Improvement Planning* (2nd Ed.), pages 28-36, and Appendices A and B.

B. Study Question

Review the district's mission statement. Does the mission statement address all children?

Action

Enter the district's mission statement on the web page.

C. District's Goals for Gifted Services

The district's goals for gifted services should state to the community why the school district has created services for gifted children and what they are designed to accomplish. The goals should consist of clear and unambiguous statements of the desired outcomes of the service plan. As stated in OAC 3301-51-15, the outcomes should reflect the needs of children identified as gifted in the area(s) of Superior Cognitive Ability, Specific Academic Ability (mathematics, reading, writing, a combination of reading and writing, science, and social studies), Creative Thinking Ability, and Visual and Performing Arts Ability (drawing, painting, sculpting, music, drama, and dance).

The district's goals for gifted services can be based on the answer to the following general question:

Given what we know about the needs of children identified as gifted, what changes in the system and what educational outcomes would the district like to bring about by instituting the service plan for gifted?

Goals for gifted services in the district should include both the current goals for gifted services as well as the district's 5-year goals for gifted education.

C. Study Questions

1. What gifted services are presently provided and what are your goals for reaching full service K-12?
2. What are the goals for the different areas of identification?

Action

1. Develop a list of goals covering all aspects of gifted services.
2. Choose the five goals to be accomplished in the next year and enter them on the web page.

Part IV: District Service Plan Components

In Part IV of the report form, the district will complete information required for the seven district service plan components which are listed on page three of the report form. The service plan and funding estimates must reflect services proposed as necessary to adequately serve the needs of all identified gifted children in grades kindergarten through twelve.

In July 2000, districts reported to the ODE an expenditure report on how they spent the gifted funding supplements provided by H.B. 282. These funds were distributed on an average daily membership (ADM) basis. Districts also reported the total cost of gifted identification, regardless of the funding source. This total included the state funding supplement plus any additional source, including general revenue funds.

A. District Plan for Screening and Assessment for Identification

Identification is an annual process. Fiscal Year 2000 was the first year in which districts were extensively involved in H.B. 282 for gifted identification. Based on what was learned from this identification process, districts estimated the yearly costs associated with identification.

A.1. and A.2. Study Questions

When determining future estimates, consider

1. How many new identification protocols are likely to occur annually?
2. What new testing instruments need to be purchased by the district annually?
3. What contracting costs with public or private providers are likely to occur?

Action

1. On the web page, estimate the number of children who are likely to be screened and assessed for identification as gifted according to the district's approved identification plan.
2. On the web page, estimate the cost of screening and assessment to identify children who are gifted.

B. District Plan for Gifted Service Coordination and Supervision

Selecting staff, especially classroom teachers who work with gifted children, is crucial to the success of the service plan. The finest service plan is of little use without effective instructional personnel. According to Clark (1997), few educational decisions have as much influence on the gifted program as teacher selection. While Ohio Administrative Code 3301-51-15 specifies the coordinator of gifted services and the intervention specialist as the key personnel for delivery of services to children who are gifted, services are also delivered by regular classroom teachers and may be provided from guidance personnel.

According to Borland (1989), teachers who work with gifted children should

1. Possess a considerable amount of general intelligence
2. Have a strong educational background in at least one discipline
3. Have formal education in the nature, needs, and education of the gifted
4. Possess some effective counseling skills
5. Possess skills in diplomacy, public relations, and public speaking
6. Consistently demonstrate an interest in life long learning
7. Not be afraid to say, "I don't know"
8. Have a solid sense of personal security
9. Tolerate diversity, originality, and offbeat responses to questions and assignments
10. Be organized in his or her teaching

B.1. Study Question

Are the district's job descriptions updated to reflect Ohio Administrative Code 3301-51-15 for coordinators?

Action

Write a narrative description on the web page of how the district will coordinate and supervise gifted education services. See Appendix A: *Gifted Coordinators Service Log* to help determine time allotment. Describe who served as the district coordinator or supervisor of gifted education. Include whether the district had full-time or cooperative coordination of services through an Educational Service Center (ESC) or a district cooperative.

Funding Estimates for Service Coordination and Supervision

Gifted coordinators and supervisors are recorded on the Education Management Information System (EMIS) data with a position code of 113 and an assignment area of 999380. These staff members are also recorded on the Uniform School Accounting System (USAS) database with function 1210 and object code 100. Other local reports may be available at the district level to distinguish those who are employed as gifted coordinators/supervisors.

In addition to gifted coordinators, your district may have used the services of other staff members, such as pupil personnel directors, curriculum supervisors, or principals to provide coordination of gifted services. If this is the case, estimate the amount of time other staff members provided gifted coordination services and prorate the cost based upon their actual salary and fringe benefits.

B.2. Action

On the web page, report the number of staff, total FTE positions, and the cost of staff who should be employed/contracted by your district to provide coordination and supervision for all identified gifted students.

C. District Plan for Guidance Services for Children Who Are Gifted

Services for meeting the educational needs of gifted children can be established and maintained with a strong commitment from the district's support system. This support system may include the teaching faculty, administration, parents, and the larger community.

An important part of the support system for gifted children is the guidance program. A school counselor or psychologist, as a member of the planning committee, can lend his or her expertise in planning and implementing identification procedures, finding solutions to academic and social-emotional concerns, and providing alternative strategies for optimal growth of gifted children.

A counselor can provide children with preventive and informational consultation, crisis intervention, and self-understanding. The guidance program may provide students with such things as graduation needs, career counseling, and alternative choices for future planning. The counselor often has access to resources that are not always known to children, teachers, or parents.

Ford (1989), in support of the needs gifted children have for counseling services, reports on the views of fifth- and sixth-grade gifted children on a variety of social and emotional issues of significance to them and the impact such perceived problems have on their achievement. She concludes these children, their parents, and teachers would benefit from workshops, programs, and classes that address the social and emotional needs of the gifted.

C.1. Study Question

Do gifted children have access to guidance and counseling services which address their specific needs in grades kindergarten through twelve?

Action

Write on the web page a narrative description of the district's proposed guidance services for children who are gifted.

Funding Estimates for Reporting Guidance Services

Based on the guidance and counseling program provided to gifted children in Fiscal Year 2000, provide an estimate of the number of guidance personnel and their full time equivalents (FTEs) who will be devoted to providing guidance services to gifted children at the elementary, junior high/middle, and high school levels during Fiscal Year 2001.

Districts estimate the proposed costs associated with gifted services based on the guidance and counseling program identified in the service plan. In estimating this cost, districts need to take the following into account:

1. The number of children likely to receive these services
2. The level of intensity of these services as proposed in their service plan

3. The role that guidance personnel will play in the identification process, in the individual and group counseling process, and in parental involvement

C.2. Action

Report on the web page the district's proposed number of guidance personnel, object code, total FTE positions to be assigned to serve children who are gifted, and the proposed cost of guidance personnel who will provide services for children who are gifted.

D. District Plan for Staff Development

Inservice education and professional staff development are key to keeping staff qualified, up-to-date, and current in providing services to meet the needs of children who are gifted. It is important that each staff member has an individual staff development plan to guide his or her systematic and professional development activities.

An excellent basis for determining staff development needs is to assess staff on a set of competencies such as those published by the National Association for Gifted Children (1998) to determine areas of need for staff development, supervision, and mentoring needs. This approach would also align with the requirements of the local professional development committee (LPDC). Additionally, the use of a needs assessment would help staff identify those areas where more information is needed.

Once individual professional development plans (IPDPs) are completed, the coordinator/supervisor can consolidate these plans into a master staff development plan for gifted education services in the district. This consolidation will provide a road map for determining which staff members have common needs that can be met through group workshops, courses, and/or conferences. The remaining needs can be arranged individually or in pairs and small groups.

Specific attention to follow-up and implementation of new skills or practices needs to be part of the IPDP to ensure the integration of new knowledge and transfer of skills into practice.

Van Tassel-Baska (1986) suggests the following five ideas for assuring the effectiveness of inservices in gifted education:

1. Real needs regarding gifted education as well as perceived needs must be included.
2. Inservices should be based on the level of knowledge and experience that gifted programming personnel have.
3. Training should be targeted toward specific outcomes for individuals and groups. An example would be a program for teachers which emphasizes strategies and techniques for teachers who work with gifted children at the elementary level.
4. Follow-up observations and monitoring are critical to the effectiveness of inservices.
5. Techniques and ideas for continuing staff development are essential.

There are districts that have a shortage of gifted education teachers or intervention specialists. In districts like these, staff development activities could include working toward

gifted licensure, training in Advanced Placement courses, or pursuing advanced courses of study to expand course offerings.

A well-planned staff development program will also include regular classroom teachers and staff new to the district.

D.1. Study Questions

1. Does the district have a format and process for developing individual professional development plans which includes information about gifted education?
2. Are new staff and regular classroom teachers considered?

Action

List on the web page the staff development topics in gifted the district provides or plans to provide for the teachers, administrators, and support staff in the coming school year.

Funding Estimates for Staff Development

When reporting staff development costs consider

1. Contracted services (contracts with public or private providers who conducted staff development in the area of gifted education to district staff)
2. Supplemental pay to district staff to perform staff development activities under supplemental contract agreements (object code 113, USAS manual)
3. Staff stipends, tuition, and workshop costs (e.g., registration fees, travel expenses, lodging)
4. Substitute costs incurred by the district in hiring substitute teachers to enable district staff to participate in staff development activities conducted during normal working hours

Based on the service plan developed by the district and on the needs assessment which identified areas that require further training, the district estimates the cost of its plan.

D.2. Action

Report on the web page the proposed cost of providing staff development for district employees who will provide gifted services. Include prorated costs for general educators who will provide specialized services for children who are gifted.

E. District Plan for the Program Evaluation of the Effectiveness of Identification and Services

Program evaluation should be designed to assess the degree to which a program is working as planned so that the program can be improved and accountability assured. For this process to be defensible, it must refer to and be predicated upon the goals of the program. The program goals for gifted services are what the school district wants the gifted program to

accomplish. These program goals become the benchmarks to be used to evaluate program effectiveness.

As Tannenbaum (1983) states, "Evaluation makes sense if the methods and instruments relate directly to the educational objectives, even if it means sacrificing some precision for the sake of relevance" (p.443). It is more important in evaluating programs for the gifted to ask the right questions, even if the answers are hard to come by since the central question is "How effectively is the program doing what we want it to do?" The answer can be found by comparing program goals with program outcomes.

According to rule, the district shall submit an annual written report to the ODE on the effectiveness of identification and services for gifted children by July 15 of each year. Each district shall submit an annual report to the ODE specifying the number of children in grades kindergarten through twelve who are screened, assessed, and identified as gifted in each category specified in section 3324.03 of the Ohio Revised Code.

To plan an evaluation of services for gifted children, refer to the district service plan. According to Clark (1997), there are five basic questions that must be evaluated

1. *Does the implementation of the program support and carry forward its purpose, mission, goals, and standards?*
2. *Are the processes used in the program in compliance with the processes described in the service plan, including*
The screening and identification process?
The fiscal and time allocations?
Appropriate placement of gifted learners?
3. *Does the structure of the learning environment in the program meet the requirements set out in the program plan, including*
Provision of appropriate and adequate physical space?
Provision for appropriate and sufficient materials?
4. *Are differentiated curricular opportunities available and taught effectively?*
5. *Are support services adequate and effective? (p. 245-246).*

Further information on specific program evaluations and sample evaluation designs available are

1. The Sample Instruments for the Evaluation of Programs for the Gifted and Talented (Renzulli, 1979)
2. The National/State Leadership Training Institute on Gifted /Talented Guidebook for Evaluating Programs (Renzulli, 1975)
3. The Administrator's Handbook on Designing Programs for the Gifted and Talented (VanTassel, 1980)

Callahan and Caldwell (1995), produced by the National Association for Gifted Children, gives a step-by-step approach to evaluating programs for gifted children and forms to support the process.

E.1. Study Questions

1. How does the district evaluate the gifted program?
2. When planning it's evaluation, the first questions should be, "Who needs to know what?" What do students, teachers, administrators, board members and parents need to know? What persons are interested in, involved in, or responsible for the gifted program?
3. What does the district consider when measuring the effectiveness of identification, teachers, student achievement, services, communication, and involvement of parents?
4. Does the district's continuous improvement plan (CIP) contain a gifted component? How is this section evaluated?

Action

Develop a procedure including a schedule for program evaluation and write on the web page how the district will evaluate the effectiveness of the identification plan and instructional services for children who are gifted.

Funding Estimates for the Evaluation of the Effectiveness of Identification and Services

There are different costs associated with the establishment of an accountability system. These costs are dependent upon the sophistication of the accountability design. Based upon the design established in a district identification plan, the following costs may be reported:

1. Costs of staff members employed or contracted to conduct the evaluation process
2. Materials and supplies necessary to conduct an evaluation process
3. Instruments purchased to conduct the evaluation process
4. Costs associated with the analysis of the data gathered and the cost of developing reports to outline the results of these activities

E.2. Action

On the web page, list the costs of evaluating the effectiveness of the district's identification plan and instructional services for children who are gifted.

F. District Plan for Instruction: Service Delivery Options Serving Only Children Who Are Gifted

Every service delivery option selected must be chosen and/or designed to work smoothly with other service delivery options selected in order to meet the unique assessed needs of gifted children in a specific school district. According to Borland (1989), it is a great mistake to adopt a resource room option simply because the adjacent school district uses that format, or to opt for provisions within the regular classroom because that approach is politically expedient, or to establish a self-contained class for the gifted because that approach was given a hard sell at a conference.

In selecting service delivery options, the planning committee needs to recognize all four gifted ability areas (Superior Cognitive, Specific Academic, Creative Thinking, and Visual and Performing Arts) in which children are identified as gifted, learn what the specific educational needs of these children are, assess the resources that are available to the school district in meeting the needs of these children, and then make the most logical decision for service delivery options for the gifted children. This process offers a greater chance that service delivery options will be chosen to fit children's needs rather than the children fitting the service delivery options.

There are various instructional service delivery options that districts may include in their service plan. Some options are clearly defined as **exclusively gifted services**, such as a self-contained classroom, resource room, or clustering in a regular classroom. Other options include services that are available to both gifted and general education. These options are described as **integrated services**, such as honors classes, post-secondary enrollment, or educational options.

F.1. Study Questions

1. What resources, materials, and personnel does the district have and what will it need in the future for the service delivery options selected exclusively for gifted?
2. What options might be shared between school districts through distance learning?

Action

On the web page, provide a description of the proposed service delivery options exclusively for gifted children in grades K-12 in your district.

Funding Estimates for Service Delivery Options Serving Only Children Who Are Gifted

The treasurer can determine the costs of staff who are employed solely to serve children who are gifted. Please refer to the USAS manual for the various codes associated with these costs.

Function 1210 is reserved to record the specific expenditure for pupils identified as being gifted or talented. It must be combined with the appropriate object code which identifies the service or commodity obtained as a result of the expenditures specified in function 1210. The following major object categories are

1. Object code 100 (employees salaries and wages). This is the amount paid to school district employees who hold positions of a permanent nature or who have been hired temporarily, such as substitutes for those in permanent positions. This category includes gross salary for personnel who are on the payroll of the school district.
2. Object code 200 (retirement and insurance benefits). This is the amount paid by the district to cover such expenses as retirement, insurance benefits, and other fringe benefits.
3. Object code 400 (purchased services). This is the amount paid for personal services rendered by personnel who are not on the payroll of the school district and other services that the school district may purchase. It includes the following:

- a) Professional and technical services (services performed by persons with specialized skills and knowledge).
 - b) Instructional services (services performed by persons directly engaged in providing learning experiences for pupils).
 - c) Instructional improvement services (services performed by persons qualified to help teachers and supervisors enhance the quality of the teaching process). This category includes curriculum consultants and inservice training specialists who are not on the payroll of the school district.
 - d) Staff services (services performed by persons, organizations, or specialists who are contracted to perform a specific task in the processing of data).
 - e) Statistical services (non-payroll services performed by persons qualified to assist in statistics). This category includes special services for analysis, tabulations, or similar work.
 - f) Travel mileage/meeting expenses (expenditures for travel mileage, meals, hotels, and other authorized expenses associated with travel on business for the school districts).
4. Object code 500 (supplies and materials). This is the amount paid for material items of an expendable nature that are consumed, worn out, or deteriorated from use. This category includes the following:
- a) Instructional supplies (consumable, non-food, instructional supplies used in classrooms, such as paper, paste, pencils, etc.).
 - b) Teaching aids (expenditures for items and supplies used by teachers to aid in their instruction of children, such as flash cards, geographical maps, etc.).
 - c) Software material (expenditures for software programs used for educational purposes).
 - d) Textbooks, newspapers, periodicals, and audiovisual materials.
5. Object code 640 (equipment). These are the amounts paid for initial and additional purchases of equipment, such as those listed in Appendix D of the USAS manual.
6. Object code 740 (replacement equipment). This is the amount it would cost to replace any item previously coded under 640.

F.2. Action

On the web page, complete one page for each service delivery option selected for serving gifted children only and estimate costs.

G. District Plan for Instruction: Service Delivery Options through General Education

Districts need to estimate the cost of providing services to gifted children when services are provided to gifted and non-gifted children in the same environment. The level of accuracy of this reporting depends upon the degree to which districts disaggregate its data and the use of multiple sources of data for these estimates. Generally, the district may identify the specific cost of a particular program (e.g., educational option) or a particular course (e.g., advanced placement English), and the total number of children participating in this program or course. From this data the district may estimate the cost as being the proportion of the number of gifted children to all children benefiting from the program or service.

G.1. and G.2. Study Questions

1. What resources, materials, and personnel does the district have and what will it need in the future for the service delivery options selected for both gifted and general education?
2. What options might be shared between school districts through distance learning?

Action

On the web page, provide descriptions of the proposed service delivery options for both gifted and general education in grades K-12 in your district and estimate costs.

Written Education Plan for Children Who Are Gifted

The written education plan (WEP), according to Ohio Administrative Code 3301-51-15, states *Instruction shall be based on the identified gifted student's individual needs using the district's continuum of services.*

Instruction is planned and guided by a WEP and is consistent with the area(s) in which the child was identified as gifted. The student and parent may be involved in the writing of the plan. Parents will be notified within 60 days of services by the district if their child qualifies for that particular service. Parents will be given the opportunity to appeal the placement decision. Parents will be provided with periodic reports regarding the effectiveness of their child's education plan. Examples of WEPs can be found in Appendix B: *Written Education Plans.*

Study Questions

1. What is the process for the development of each child's written education plan (WEP)?
2. How does the district ensure that the child's individual needs, in the specific area identified and addressed in the WEP, are provided?
3. What are the roles and responsibilities for participants in the writing of the WEP?
4. Who receives copies of the WEP (parent, teachers, children)?
5. How is the WEP implemented, evaluated, and updated?
6. How does the district handle parent appeals to WEP decisions?

Action

Select the district's WEP format and mail a copy of the form to the ODE, Office for Exceptional Children, 25 South Front Street, 2nd Floor, Columbus, Ohio 43215 or fax: (614) 752-1429.

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Appendix A

Gifted Coordinators Service Log

Gifted Coordinators Service Log

Name: _____ County: _____ District: _____ Month & Year: _____

For each day of the week, please enter the number of hours worked (e.g. 1.5, 3.0) in the following service categories:

	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend	Weekly Subtotals	Weekly Total
Assisting School Personnel with Identification Issues								
Planning of testing								
Identification of gifted children								
Selection and placement								
Reporting identification data								
Guidance								
Other								
Providing Technical Assistance and/or Professional Development								
Students								
Parents of gifted children (e.g., educating, counseling)								
Mentors								
Teachers (Pre-K-12)								
Other staff members								
Administrators								
Superintendents								
School board								
Other								
Providing Consultation Related to Curriculum Development								
Development of curriculum and/or course study								
Teaching strategies								
Appropriate materials for classroom teachers use								
Developing and writing student education plans								
Special populations								
Grant writing								
Other								
Assisting School Personnel with Development and Evaluation Issues								
Research, development, and evaluation of gifted services								
Reports on gifted services								
Writing district plans								
Continuous improvement plans								
Other								

Coordinating Direct Service Activities for Gifted Children							Monday	Tuesday	Wednesday	Thursday	Friday	Weekend	Weekly Subtotals
Gifted services in classrooms and/or resource rooms													
Mentorships/Internships													
Advanced coursework													
Enrichment experiences (e.g., Super Saturday or summer school enrichment)													
Special seminars													
Independent study													
Interdisciplinary curricular experiences													
Information on summer experiences available for gifted children													
Early SAT/ACT testing (e.g., Midwest Talent Search)													
Special programs or opportunities (e.g., Future Problem Solving, Odyssey of the Mind, Science Olympiad, Invent America)													
Other													
Weekly Total													
Serving as a Liaison							Monday	Tuesday	Wednesday	Thursday	Friday	Weekend	Weekly Subtotals
School personnel (e.g., classroom teachers, guidance counselors, principals, curriculum supervisors)													
Individual parents (e.g., possible move-in's seeking information)													
Parent support groups													
Legislators													
Media													
Regional and state organizations													
Community members													
University and college personnel (including pre-service teachers)													
Business and industry													
Cultural institutions													
Other													
Weekly Total													
Grand Total													

Appendix B

Written Education Plans

Example 1 **District Written Education Plan**

Student _____ **DOB** _____ **Grade** _____ **Date** _____

School _____ **Gifted Coordinator** _____ **Phone** _____

Areas of Identification			
<input type="checkbox"/> Superior Cognitive	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Reading, Writing, or a combination
<input type="checkbox"/> Specific Academic	<input type="checkbox"/> Music	<input type="checkbox"/> Dance	<input type="checkbox"/> Drama
<input type="checkbox"/> Creative Thinking	<input type="checkbox"/> Visual and Performing Arts	<input type="checkbox"/> Visual Arts	<input type="checkbox"/> Painting
<input type="checkbox"/> Social Studies	<input type="checkbox"/> Sculpting		

Attached are _____ goal pages.

Name	Position
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

<input type="checkbox"/> I agree with the written education plan services as outlined.	<input type="checkbox"/> I disagree with the written education plan services as outlined.
<input type="checkbox"/> I agree with the written education plan placement as outlined.	<input type="checkbox"/> I disagree with the written education plan placement as outlined.
	<input type="checkbox"/> I am appealing the placement provided in the written education plan.
	<input type="checkbox"/> I am appealing the services provided in the written education plan.
Parent _____	Date _____

Goal _____

Objectives	Activities/Procedures	Person(s) Responsible	Dates		*Service Delivery Setting	Evaluation Update
			Initiated	Reviewed		

*Service Delivery Settings

01 – Self-contained classroom

05 – Advanced placement class

02 – Resource room

06 – Magnet school

03 – Clustered in regular classroom

07 – Post-secondary enrollment option (PSEO)

04 – Honors classes

08 – Educational options

Progress Report

Dates: (1) _____ (2) _____ (3) _____ (4) _____

Comments:

Example 2 District Written Education Plan

Student _____ School _____ Implementor _____ Date _____

Long-term Goal _____

Dates		Short-term Objectives	Teaching Methods and Material	Method of Evaluation	Comments
Initiated	Achieved				

Example 3 District Written Education Plan

Student _____

School _____

Date: _____

Goals and Short-term Objectives	Criterion for Mastery	Evaluation Procedures
<div> <div> Key to Evaluation Procedures <u>Teacher Evaluation</u> 1.1 Teacher checklist 1.2 Teacher observation 1.3 Teacher tally 1.4 Internal assessment </div> <div> <u>Student Evaluation</u> 2.1 Student tested orally 2.2 Student tested in writing 2.3 Student project </div> <div> <u>Daily Activities</u> 3.1 Daily reading 3.2 Daily math 3.3 Daily writing 3.4 Daily performance </div> </div>		

Example 4 District Written Education Plan

Student _____ DOB _____ Grade _____ Date _____
 School _____ Gifted Coordinator _____ Phone _____

- Areas of Identification**
- | | | | | |
|---|---|----------------------------------|---|---|
| <input type="checkbox"/> Superior Cognitive | <input type="checkbox"/> Mathematics | <input type="checkbox"/> Science | <input type="checkbox"/> Reading, Writing, or a combination | <input type="checkbox"/> Social Studies |
| <input type="checkbox"/> Specific Academic | <input type="checkbox"/> Music | <input type="checkbox"/> Dance | <input type="checkbox"/> Drama | <input type="checkbox"/> Visual Arts |
| <input type="checkbox"/> Creative Thinking | <input type="checkbox"/> Visual and Performing Arts | <input type="checkbox"/> Drawing | <input type="checkbox"/> Painting | <input type="checkbox"/> Sculpting |

Attached are _____ goal pages.

The following conference participants developed this plan:

Name	Position

- ☐ I agree with the written education plan services as outlined.
☐ I agree with the written education plan placement as outlined.

- ☐ I disagree with the written education plan services as outlined.
☐ I disagree with the written education plan placement as outlined.
☐ I am appealing the placement provided in the written education plan.
☐ I am appealing the services provided in the written education plan.

Parent _____ Date _____

Differentiating Characteristics	<input type="checkbox"/> Superior Cognitive <input type="checkbox"/> Specific Academic <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Reading/Writing <input type="checkbox"/> Social Studies	<input type="checkbox"/> Creative Thinking <input type="checkbox"/> Visual and Performing Arts <input type="checkbox"/> Music <input type="checkbox"/> Dance <input type="checkbox"/> Drama <input type="checkbox"/> Visual Arts (drawing, painting, sculpting)	Related Needs	Service Delivery Setting	Dates		Teaching and Learning Strategies	Evaluation
					From	To		
*Service Delivery Settings 01 – Self-contained classroom 02 – Resource room 03 – Clustered in regular classroom 04 – Honors classes 05 – Advanced placement class 06 – Magnet school 07 – Post-secondary enrollment option (PSEO) 08 – Educational options								

Progress Report	Dates: (1) _____ (2) _____ (3) _____ (4) _____
Comments:	
Comments:	
Comments:	
Comments:	

Glossary

Acceleration of Content

Moving through curriculum materials and concepts at an accelerated rate by curriculum compacting, telescoping content, or receiving credit by examination. Content acceleration can result in students completing selected content in less time than is usually required. Researchers report that acceleration is positive (Alexander & Skinner, 1980, Anderson, 1960; Braga, 1969; Brody & Benbow, 1987; Gallagher, 1966; Lowman & Rice, 1967).

Advanced Placement (AP)

A program of college-level courses and examinations sponsored by the College Entrance Examination Board in New York City. Advanced Placement can take the form of an honors class, an advanced course, a tutorial, or an independent study. AP courses often take more time and go into greater depth than usual high school courses. AP examinations are given each year in the spring and result in credit or advanced placement in participating colleges and universities.

Career Explorations

Opportunities for learners to discover what resources are available in the community; learn how to retrieve various kinds of information; develop areas of interest; and make contacts with individuals, businesses, and agencies with expertise in an area of interest. Career exploration is looking at career opportunities. Children may attend seminars that give a broad range of possible careers and then choose specific areas to investigate, interview individuals in the selected career fields, and intern with an adult in a chosen career (Betts, 1997).

Cluster Grouping

Clustering gifted children within the regular classroom where needs are met for peer interaction. Clustering at least five gifted children in the regular classroom gives them a more appropriate learning environment if the teacher is aware of and tries to meet their differentiated needs (Clark, 1997).

Curriculum Compacting

A system designed to provide necessary evidence regarding a student's mastery of the skills and concepts required in the regular curriculum. This method of pre-test and post-test of content leads the way to make more appropriate use of a gifted student's time. Once the skill or concept has been learned, it becomes wasteful to have the student keep reviewing the information or skill again and again. Curriculum compacting has three major objectives: (1) to create a more challenging learning environment, (2) to guarantee proficiency in the basic curriculum, and (3) to "buy time" for more appropriate enrichment and/or acceleration activities (Renzulli & Reis, 1986, p. 232). Curriculum compacting is a valuable tool to be used with any curriculum plan as an aid in differentiating the content area.

Differentiating Curriculum

A basic principle underlying curriculum development for the gifted. This premise suggests that the experiences for these children must be qualitatively different from the basic program provided for all children (Maker, 1982). Ward (1961) coined the expression "differential education for the gifted" in the late 1950s. Kaplan (1986) writes that "the ultimate goals of a differentiated curriculum are that it recognizes the characteristics of gifted, provides reinforcement or practice for the development of these characteristics, and extends the recognized characteristics to further levels of development" (p. 182). The principles of a differentiated curriculum for the gifted, as developed by the curriculum Council of the National/State Leadership Training Institute on the gifted and the talented (Kaplan, 1986), provide this framework for appropriately differentiating curriculum for the populations.

Distance Education

A planned teaching and learning experience that uses a wide spectrum of technologies to reach learners at a distance and is designed to encourage learner interaction.

Early Entrance

One of the first modifications of the educational experience possible for gifted children. Early education for young children who have already mastered school skills, such as counting and identifying colors, letters, and categorizing, could be a service option.

Educational Options

A method to expand learning opportunities. The intent of educational options (Ohio Department of Education, 1980) is "to allow educators, scientists, artists, business persons, parents, and others to work together to prepare children for a rapidly changing world in which potential can best be realized" (p. 3). School districts may provide educational options to meet specialized student needs or interests under rule 3301-35-02 (C) of the Minimum Standards for Elementary and Secondary Schools. The provision of educational options is not required; therefore, the policy of the board of education will determine what options, if any, will be available to children in the district (p.4).

The standards define education options as experiences or activities which may be provided, in accordance with board policy, to supplement the regular school program. Such options may include correspondence course, educational travel, independent study, mentor program, and tutorial program. Educational options may be used as additional curricular tools to expand, enrich, and improve children's experiences and perspectives. Opportunities for children to participate in learning situations which utilize business and community resources may now be linked to promotion or translated into credit-earning courses through the application of education options (p.4).

Grade Acceleration

The process where children move through age-graded classes in less time than their age peers. This can be done by grade skipping, moving through cross-graded or nongraded classes in 2 rather than 3 years, or advanced placement (Clark, 1997).

Guidance

Services which help gifted students to discover their strengths, understand the emotional self, gain awareness of self, and express emotions. Services may include individual counseling, small group discussion, and parent support. Topics of discussion might include decision-making, goal setting, listening skills, interpersonal skills, management skills, and social skills. (Webb, J., & Meckstroth, E., 1998 & Tolan, S., 1993)

Honors Classes

Often used to provide advanced content to gifted learners. These classes are usually open to all children who choose to enroll. Just because bright children are grouped together, the material still must be differentiated. The content, materials, and strategies are modified to meet the needs of gifted learners. The practice of grouping the children together will not, by itself, ensure that the class is accomplishing that goal.

International Baccalaureate (IB) Program

A program which demands a high level of subject mastery. The IB program is a 2-year program outline which is quite flexible; and a school is permitted to write its own component based on the strengths and interests of the children involved. The resulting diploma is recognized by the major European universities. Many American universities also allow full college credit.

Magnet School

A school that provides learning experiences for children who are identified as gifted. The school may be designed based on area of giftedness, such as a science magnet school or a school for the performing arts.

Mentorship

When gifted learners work with an expert on a one-on-one basis in an area of interest. A mentor is a guide, advisor, role model, counselor, and friend who helps to advance students' knowledge in a particular field. A mentorship is different from an internship in that the gifted learners are not confined to specific tasks or agencies (Swassing & Fichter, 1991). A mentorship can be implemented in all areas of giftedness during school or after school.

Ohio's Post Secondary Enrollment Options

Allows children to enroll in nonsectarian college-level courses and receive college credit and/or credit toward graduation from high school. Students participating in this program elect one of two options. Under Option "A", students may elect to receive only college credit, in which case the cost is borne entirely by the students and students' parents. Under Option "B", students may elect to receive both college and high school credit, in which case the students' attendance will be subsidized by direct payments to the college out of the school district's state foundation funds.

Resource Room

Used to enrich the regular school program, with a minimum amount of time allowed for participation after which the students return to the regular classroom. If a resource room is available as part of a well-planned and well-integrated program, it provides a source of

enriching experience and adds to the options available to teachers working to develop special interests and special talents for gifted students (Clark, 1997).

Research

A method to develop research skills. Children develop an independent study and experience the excitement and involvement in high-interest projects. Gifted learners need to become familiar with the skills of historical research, descriptive research, and experimental research as tools for future learning and thinking. Renzulli (1977) states that learning the skills to do research and carrying out independent study helps develop skills to investigate real problems in a manner consistent with their preferred style of learning.

Self-contained Classroom

In a self-contained classroom, the teacher differentiates in the depth of examination; range of supporting activities such as foreign language, debate, music, and art; emphasis on purposeful learning; and intense involvement provided. The self-contained classroom varies the learning environment, content, and process; and it accommodates the individual learning styles of gifted children.

Written Education Plan (WEP)

A plan of instruction based on identified gifted children's individual needs using the district's continuum of services. See Appendix B for sample forms.

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